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ABSTRACT

GRADES OR AGES: K-12. SUBJECT MATTER: Language arts. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into three sections, one each for elementary grades, middle grades, and high school. Each section is further subdivided by grade level. Sections are laid out in four columns across two pages. Column headings are concepts, teaching methods and learning activities, resources, and evaluation. The guide is mimeographed and loose-leaf bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are outlined in an introductory section. Suggested activities are correlated with specific concepts and objectives. Activities include reading, discussion, writing, work and spelling games, grammar exercises, oral reports, and independent projects. INSTRUCTIONAL MATERIALS: Materials needed for an activity are listed with the activity description. The lists include both print and audiovisual materials. In addition, a list of resource materials available in the middle school learning center is included at the end of the second section. STUDENT ASSESSMENT: Suggestions for evaluation accompany each group of activities correlated with a concept--usually teacher observation in the lower grades and teacher-developed tests and papers in the upper grades. (RT)

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K - 12 ENGLISH LANGUAGE ARTS

Curriculum Guide

1968-1969

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FORWARD

The publication ofthis Curriculum Guide represents the culmination of a year of study. The final editorial work was carried out by six teams of teachers during the summer of 1968. These materials were prepared under the supervision of Mr. Ronald A. Hilvers, Director of Instruction.

Teachers are encouraged to refer constantly to this guide during planning sessions throughout the year. It should be understood that any resource material cannot be the final answer to instructional questions, but rather a tool to direct the thinking process of the teacher. Periodically this guide will be updated. In order to facilitate this process teachers should write in suggested changes, additions, or deletions in the spaces left for this purpose. Particular attention should be paid to sections of the guide which outline expected outcomes. By paying attention to these objectives, the teacher should be better able to design and evaluate an effective program for the children.

The Reading Community Schools

Reading, Ohio

September, 1968

PHILOSOPHY

LANGUAGE ARTS EDUCATION

The instructional goals of the Language Arts program of the Reading Community Schools are the same for most young people; however, the individual's level of achievement and the materials he uses must be different in respect to his needs.

The Language Arts program should strive to comprehend the individual's interests, needs and capacities and through the opportunities Language Arts makes available, helps the student to realize his optimum development.

Since the Language Arts encompass both oral and written communication, they should be correlated with other content areas by using resources from other fields.

EDUCATIONAL OBJECTIVES

1. To develop the skills of listening, speaking, reading and writing as the means of communication in a democratic way of life.

2. To provide varied instructional materials and methods for the purpose of meeting the individual needs of each student kindergarten through twelve.

3. To develop critical reading skills so that each individual is able to select, evaluate, and classify ideas gained in all content areas in school as well as in other areas of his daily life.

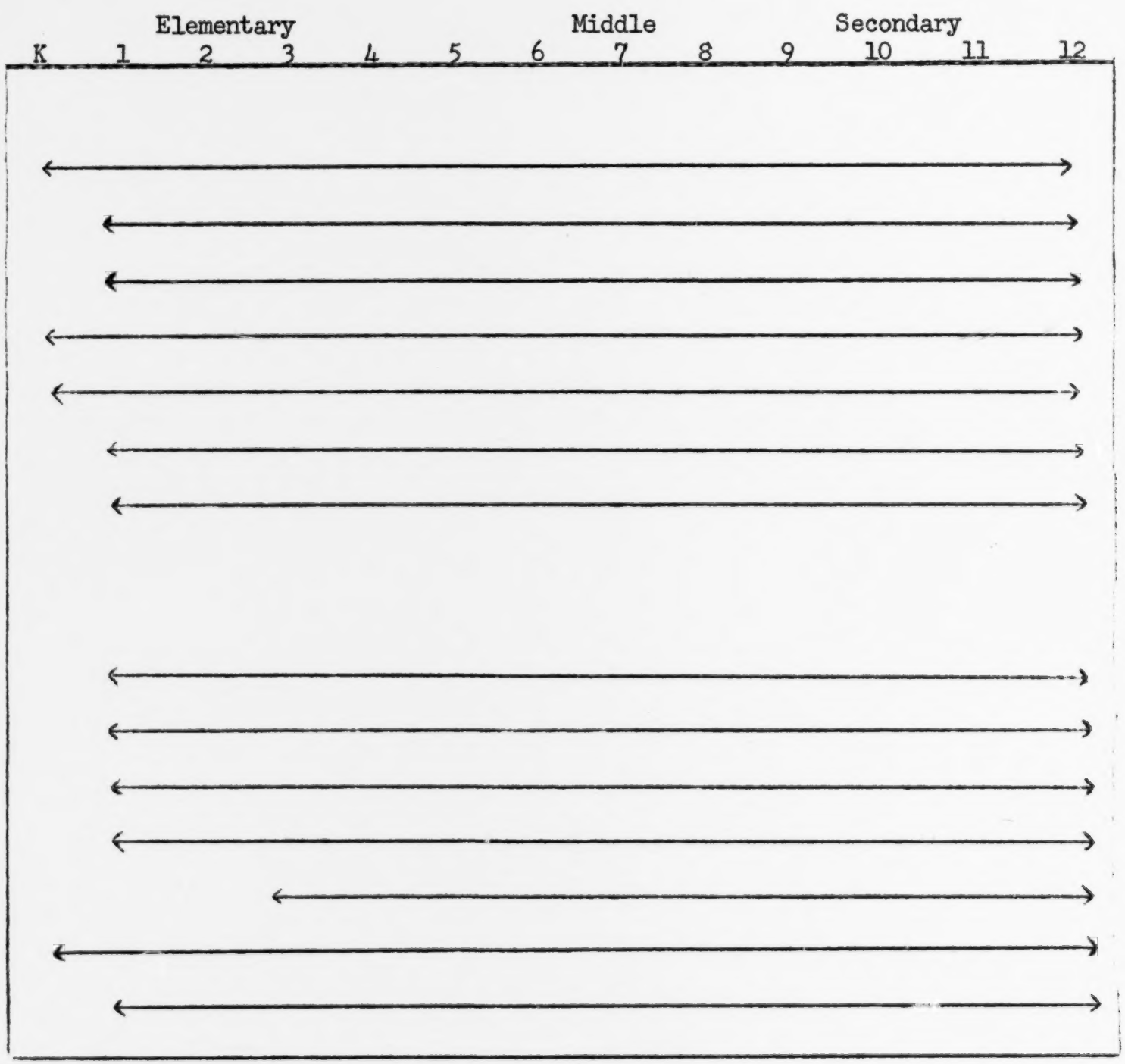
4. To provide meaningful listening experiences which will lead to critical thinking, appreciation, and stimulation of reading.

5. To develop the skills of speaking clearly, concisely, and descriptively.

6. To encourage individual creative and expository writing which employs appropriate usage.

Language Arts Concepts	Year	Elementary K	1	2	3	4	5	6	Middle 7	8	9	Secondary 10	11	12
Listening														
Attentiveness		←												→
Purpose		←												→
Critical Thinking		←												→
Appreciation		←												→
Stimulate Reading (oral & silent)		←												→
Speaking														
Accurate Recall		←												→
Descriptiveness		←												→
Clearness & Conciseness		←												→
Expressiveness		←												→
Appropriateness				←										→

Language Arts Concepts (cont.)



READING COMMUNITY SCHOOLS

CURRICULUM GUIDE

ENGLISH LANGUAGE ARTS

ELEMENTARY

Concepts	A) Teaching Methods B) Learning Activities
Language Arts-Kindergarten	
LISTENING Attentiveness (Listens while others speak)	B) Sharing Time. Playing listening games.
Purpose	A) Read a story and ask questions about its content. Give directions for an art project.
Critical thinking	B) Discussions in class (pets, family, etc.)
Appreciation	A) Storytime. B) Dramatization.
Stimulate Reading (Oral and Silent)	A) Read colorfully illustrated story to class.
SPEAKING Accurate Recall	A) Read stories that have a definite sequence.
Descriptiveness	A) Introduce new words and their meanings in discussion.
Clearness and Conciseness	A) Encourage discussions on any topic. B) Nature-animals discussion.
Expressiveness	A) Ask questions of child in group or individually.

A) Printed B) Audio Visual Resources C) People D) Places	A) Expected Outcome Evaluation B) Testing Program
A) <u>What Shall We Do In Art?</u> Hart <u>Creating With Paper</u> Johnson B) Records "Let's Go To The Farm" "Listening With Mr. Bunny Big Ears"	A) Enjoys hearing new words. Takes turns in speaking. A) Is able to recall main points of a story. Can duplicate project attempted.
	A) Takes part in discussion and is learning to keep to the point.
B) Record "Acting Out The ABC'S"	A) Enjoys appropriate poems and stories. Can dramatize simple stories.
A) <u>Bambi</u> or any other colorfully illustrated book.	A) Is interested in wanting to learn to read. Picks out words he can read.
A) <u>Elementary Teacher's Complete Handbook</u> <u>Tiedt</u>	A) Expresses himself in sequence.
	A) Uses a good working vocabulary.
B) Tape Recorder Record "Songs of Spring" Sound of Nature series	A) Interprets his ideas in an understandable fashion
	A) Is developing ability to express complete thoughts. B) Individual questioning

Concepts	A) Teaching Methods B) Learning Activities
READING Enhancement of Vocabulary	A) Read stories and discuss new words and their meanings
Development of Reading Skills	A) Reading readiness. Develop left to right sequence. Shape-forms-differences and likenesses Begin sight vocabulary. B) Use readiness materials
Library Skills	B) Trips to the library Taught care and appreciation of books, purpose of books(pleasure, information, etc.)
WRITING Creativeness	B) Draw pictures, paste , paint, etc Dictates sentences to explain pictures
Legible Handwriting	A) Introduce proper letter formation as individual need arises.

Resources	Evaluation
A) Printed B) Audio Visual C) People D) Places	A) Expected Outcome B) Testing Program
B) Record "Songs in the Reading-Readiness Program" Ginn & Co.	A) Attempts to increase vocabulary
A) Reading Readiness materials B) Use overhead projector to show shapes (likeness and difference)	A) Is capable of distinguishing between size, shape, likenesses, differences of shapes, etc. Has developed a limited sight vocabulary B) Individual oral quiz
C) Story hour-Librarian	A) Demonstrates appreciation of picture books by care exercised Observes library rules
A) Childcraft-vol. 9	A) Dictates stories, letters, etc. to teacher Draws paints, etc. as a means of expression
A) Zaner-Bloser Manual	A) Shows interest in writing Understands purpose and usefulness of writing Attempts proper formation of letters.

Concepts	A) Teaching Methods B) Learning Activities
Language Arts-First year	
LISTENING Attentiveness	A) Encourage children to speak about self. B) Sharing time Group discussions
Purpose	A) Give directions concerning art work, phonics, etc. B) Fold 9 by 12 newsprint twice, draw four pictures beginning with the same sound as dog.
Critical Thinking	B) Discussions concerning common problems.
Appreciation	A) Read poetry and stories to class
Stimulate Reading (oral and Silent)	A) Read appropriate colorfully illustrated books
SPEAKING Accurate Recall	A) Read story or poetry to class B) Write an experience chart of the day's activities Discuss story sequence.
Descriptions	B) Describe families homes etc. Introduce new vocabulary and expressions
Clearness and conciseness	A) Encourage discussions individually or in large and small groups. Concerning health chart, etc.
Expressiveness	B) Discussions on topics familiar to experiences of children(school) Dramatization

Resources	Evaluation
A) Printed B) Audio Visual C) People D) Places	A) Expected Outcome B) Testing Program
A) Elementary Teacher's Complete Handbook Tiedt B) Tape record a story for individual or group listening Filmstrip "The Lion and The Mouse" Record "Listening with Mr. Bunny Big Ears"	A) Listening to others, courteously A) Follows directions B) Individual observation
	A) Is learning to keep to the point in discussions Offers suggestions as to possible solutions
A) Read: Poems to Read to the Very Young Frank Time for Poetry	A) Enjoys appropriate stories and poems
	A) Is interested in reading books
A) Filmstrip B) Tape recorder-record individual voices	A) Can retell and dramatize simple stories or activities
B)"Helping Each Other at Home" filmstrip	A) Discovers and enjoys new words and expressions.
A) Principles and Practices of Teaching Reading Heilman	A) Speaks easily in a clear and distinct voice.
B) Filmstrip "Acting Out a Story"	A) Converses in complete thoughts.

Concepts	A) Teaching Methods B) Learning Activities
READING Enhancememt of vocabulary	A) Introduce new vobabulary B) Read basal series and supplementary texts to increase vocabulary
Comprehension	A) Provide experiences to develop concepts for application to reading B) Read basal texts-find main idea, details, evaluate, etc.
Enjoyment	A) Encourage development of taste, character. B) Library visitation
Development of Reading Skills	A) Using reading text materials, begin reading skills and good reading habits. (word analysis sounds- ending, blends, etc.) Begin to determine word from context
Library Skills	A) Room library to demonstrate care and importance of reading B) Use library area.
Dictionary Skills	A) Display alphabet in an interesting manner. B) Play alphabet games to learn letter sequence.

Resources	Evaluation
A) Printed B) Audio Visual C) People D) Places	A) Expected Outcome B) Testing Program
A) Readiness materials from Basal series Phonics in Proper Perspective Heilman	A) Discovers and enjoys new words and expressions
B) Filmstrips Consonant Sounds Beginning Sound Rhyming	A) Comprehends printed page (orally and silently) Understand main ideas, some details B) Individual tests
C) Library story hour-librarian	A) Relates stories to classmates discusses characters, etc.
A) Basal series workbooks SRA reading lab	A) Knows names and sounds of letters blends, endings. Recognizes compound words Uses pictures, context and initial consonant in working out new words Reads silently without moving lips
A) A Guidbook for Teaching Library Skills Book I Beck C) Librarian	A) Attempts to read books at room library Exhibits interest in obtaining library card.
B) Alphabet cards	A) Has working knowledge of alphabet sequence of letters.

Concepts	A) Teaching Methods B) Learning Activities
WRITING Appropriate Language Usage Punction, capitalization, grammatical correctness	A) Write experience charts Use appropriate punctuation, capitalization, complete sentences Point out quotation, exclamation, and others in reading. B) Begin to write simple stories or sentences.
Creativeness	A) Encourage children to write the ending of the story. B) Group composition of experience or make believe story. Write letters, notes, etc. to be sent home. (PTA, Open House)
Legible Writing	A) Demonstrate correct writing form, posture, etc. Stress importance of good posture form, etc. B) Practice writing both lower and higher case manuscript.
Spelling	B) Write captions for pictures Write simple sentences about experiences using sight vocabulary words.

	A) Printed B) Audio Visual C) People D) Places	A) Expected Outcome B) Testing Program
Resources		Evaluation
A) First Steps to Good English Laidlaw B) Overhead projector to demonstrate correct formation of letter letters etc.		A) Recognizes need to communicate in written form Is capable of writing simple story or sentence using capitals periods, etc. Realizes importance of punctuation
		A) Shows concentration and independence in writing activity Is enthusiastic about writing individually Shows creative imagination
A) Zaner Bloser Manual B) Overhead projector		A) Is able to write legibly Is able to space letters Can write lower and higher case letters Uses correct posture Wants to write well B) Individual observation
A) Spelling and Writing Patton Johnson		A) Recognize need for correct spelling Uses picture dictionary for correct spelling of words B) Individual and class tests

Concepts	A) Teaching Methods B) Learning Activities
Language Arts - Second Year	
LISTENING Attentiveness	A) Discuss personal experience. B) Have children discuss experiences.
Purpose	B) Listen to teacher or students give directions, reports.
Critical Thinking	B) Class discussion of school rules. (Room safety, whys, etc.)
Appreciation	B) Discuss poetry or paintings to gain a variety of opinions of class concerning likes and dislikes.
Stimulate Reading (oral & silent)	A) Read poetry or book to class. B) Have students read selections from books they enjoy.
SPEAKING Accurate Recall	A) Give directions for game to be played. B) Play game: seven-up, etc.

Resources	A) Printed B) Audio Visual C) People D) Places	
Evaluation		A) Expected Outcome B) Testing Program
	A) <u>Elementary Teacher's Complete Ideas Handbook</u> Tiedt, S.W. B) Tape recorder Filmstrip: Rhyme Time	A) Knows responsibility of being a good listener. Courtesy
		A) Demonstrates working knowledge of information gained from reports, etc.
		A) Demonstrates the ability to make relationships. Sorts out ideas. Contributes pertinent ideas to solutions of problems.
	B) Examine samples of school art (paintings, sketches, etc.). C) Art teacher	A) Demonstrates appreciation of others ideas, opinions, etc.
	A) <u>Time for Poetry</u> Arbuthnot	A) Reads library and poetry books. B) Individual observation.
	A) <u>Language Arts & Life Patterns,</u> Wolfe, Don B) Tape recorder	A) Shows ability to recall information presented. B) Individual quizzes.

Concepts	A) Teaching Methods B) Learning Activities
Descriptiveness	A) Describe a garden. B) Have children describe themselves.
Clearness & Conciseness	B) Compose story as follow-up to story in basal text. Tape record story and listen to results.
Expressiveness	B) Class discussion concerning nature walk, etc.

READING

Enhancement of Vocabulary	A) Discuss importance of police and fire departments, mailmen, transportation, etc. B) Find additional information concerning topic discussed.
Comprehension	A) Question students prior to science reading on plants. B) Read science text. Answers questions concerning science topic.
Enjoyment	A) Library corner participation encouraged. Demonstrate enjoyment of literature. Read nonsense poetry to show humor in verse. B) Share poetry.

Resources	Evaluation
A) Printed B) Audio Visual C) People D) Places	A) Expected Outcome B) Testing Program
B) Record "Hans Christian Anderson"	A) Uses descriptive words.
B) Tape recorder	A) Articulates in speaking. Uses a good voice tone. Gets to the point.
C) Mr. Wells - Hamilton County Park Conservation D) Take a walk in the vicinity of school or to a nearby park.	A) Shows improvement in ability to speak to individuals or group.
A) <u>Teaching Reading</u> Heilman, Arthur <u>Phonics in Proper Perspective</u> Heilman, Arthur B) Filmstrips	A) Is enlarging vocabulary both orally and in written form.
A) SRA reading lab B) Filmstrip: The Plant Kingdom Coca-Cola Plant Unit	A) Is capable of comprehension consistent with ability. B) Quiz individually.
C) Librarian - school or public	A) Demonstrates enjoyment of reading by willingness to share story, poetry, etc.

Concepts	A) Teaching Methods B) Learning Activities
Development of Reading Skills	A) Demonstrate sound blends. B) Play word blend games. Consonant and vowel drill for unlocking new words.
Library Skills	A) Demonstrate care of books. B) Practice alphabetizing the books in the room library.
Speed Relevant to Material	A) Make comparison between directions, word problems and pleasure reading. B) Use word chart to make comparison-- cover sentences demonstrating each of the above (in same amount of time.).
Dictionary Skills	A) Point up alphabetical order of words. B) Have children arrange themselves in alphabetical order.
WRITING Appropriate Language Usage Punctuation	B) Write letters - use commas, apostrophes, as well as correct letter form.
Grammatical Correctness	A) Plan trip to bakery. B) Write plans for upcoming trip with request to parents for attendance.

A) Printed B) Audio Visual Resources C) People D) Places	A) Expected Outcome Evaluation B) Testing Program
	A) Can read with speed indicative of ability. Demonstrates proficiency in word attack skills. B) Individual testing.
A) <u>Library Skills, Book II</u> Beck, Margaret. V. C) Librarian	A) Enjoys visiting the school and and public libraries on a voluntary basis.
B) Word (reading) chart holder	A) Demonstrates an awareness of need to regulate speed of reading according to purpose.
A) Room dictionaries Basal reading text glossaries	A) Uses the room dictionary. Shows awareness of value of correctly spelling words.
A) <u>Using Good English</u> Laidlaw	A) Has developed knowledge of correct usage of commas and apostrophes. B) Test.
B) Overhead projector to demonstrate and practice correct formation in writing.	A) Is attempting to use appropriate tense forms.

Concepts	A) Teaching Methods B) Learning Activities
Capitalization	A) Discuss labeling of pictures from summer vacation. B) Have children label pictures they have drawn.
Creativeness	A) Present picture of children at play. B) Write story about the picture.
Notetaking (outlining)	A) Demonstrate notetaking. B) Write information charts as a group. (Example: safety rules for the school)
Legible Writing	A) Use Zaner - Bloser Teacher's Manual to demonstrate correct manuscript and cursive writing form. B) Practice manuscript writing - begin cursive writing. Use blackboard for individual practice.
Spelling	A) Choose words that are relevant to immediate needs of students. Supplement with class and individual activities. B) Begin list of most frequently used and missed words. Use these as a word list.

Resources	A) Printed B) Audio Visual C) People D) Places	Evaluation A) Expected Outcome B) Testing Program
A) <u>Learning From Pictures</u> Williams, Catharine M.		A) Has demonstrated knowledge of uses of capitalization.
		A) Shows ability to relate with creative thought.
B) Filmstrip: Digging for Facts		A) Recognizes the various forms of writing. Begins to gather information from resource materials.
A) Zaner - Bloser Manual B) Overhead projector		A) Willingness to improve writing. Recognizes importance of legibility. B) Individual diagnosis.
A) <u>Spelling and Writing Manual</u> Patton, David H.		A) Demonstrates ability to correctly spell words in their reading and speaking vocabulary. B) Individual and class testing.

Concepts	A) Teaching Methods B) Learning Activities
Language Arts-Third year	
LISTENING Attentiveness	A) Discuss the importance of attentiveness in conversation B) Dramatize telephone conversations, introductions, etc.
Purpose	A) Caution class to be attentive so as to ask questions B) Listen to speaker discussing trip to Mesa Verde (Indians)
Critical Thinking	A) Inaugurate discussion concerning problem and solution pertinent to class B) Discuss classroom neatness
Appreciation	A) Read poetry or story that demonstrates beauty of language B) Discuss poem, feelings, etc.
Stimulate Reading (oral and silent)	A) Discuss difference between fictional and non-fictional stories B) Class discussion various types of stories read-fiction, etc. Share story experiences

	A) Printed B) Audio Visual	A) Expected Outcome
Resources	C) People D) Places	Evaluation B) Testing Program
B) Slides-Mesa Verde C) Marie Lichtenberger-Hilltop Telephone lineman D) School or nearby relay station		A) Listens courteously to others
		A) Gains in purposeful information
B) Filmstrips Good Citizen Respects Property Good Citizen Obeys Rules & Laws Record: Great Masterpieces of Poetry		A) Shows ability to listen critically to others
		A) Appreciates contribution of the others regardless of agreement
C) Librarian D) Trip to local or school library		A) Obtains books read by others

Concepts	A) Teaching Methods B) Learning Activities
SPEAKING Accurate Recall	A) Demonstration of need for accurate recall B) Make an announcement to another class concerning class display
Descriptiveness	A) Have children close their eyes and retell story read-using descriptive words B) Retell story read or seen on TV
Clearness & Conciseness	A) Demonstrate poor voice usage B) Tape record and replay class voices during a discussion
Expressiveness	A) Assign Indian reports according to child's interests B) Have discussion concerning them
Appropriateness	A) Read "Uncle Remus Tales" B) Discuss grammer, colloquialisms
READING Enhancement of Vocabulary	A) Encourage finding of new vocabulary words in books B) Bring new words to share
Comprehension	A) Ask questions relative to the day's weather why's, etc. B) Read materials to determine possible answers
Enjoyment	A) Encourage class to read a book for reporting Give format expected B) Give oral book reports
Development of Reading Skills Word Analysis	A) Drill on variety of word attack skills B) Play word endings game with charts

Resources	Evaluation
A) Printed B) Audio Visual C) People D) Places	A) Expected Outcome B) Testing Program
A) <u>Elementary Teacher's Complete Guide</u> Tiedt	A) Shows ability to read information and repeat accurately B) Individual testing
B) Tape recorder C) Record "Legend of Sleepy Hollow"	A) Is consciously adding to his vocabulary
	A) Improvement in ability to speak before a group in a clear and articulate voice
B) Filmstrips Building Reports Using Reports	A) Participates in group discussions and planning
B) Record "Uncle Remus Tales" Walt Disney	A) Recognizes importance of appropriate language for emphasis
B) Filmstrip "Painting with Words"	A) Is consciously adding new words to his vocabulary
A) <u>Teaching Reading</u> Heilman SRA Reading Lab	A) Independently reads for information consistent with ability B) Individual testing
	A) Reads widely for enjoyment Goes to library for books
B) Filmstrips Phonics Skills: Word endings Phonics in Proper Perspective Heilman	A) Reads more rapidly silently than orally Has various methods of word attack skills Begins syllabication

Concepts	A) Teaching Methods B) Learning Acitiities
Library skills	A) Encourage use of library facilities find autobiographies B) Report on biography or autobiography
Speed Relevant to Material	A) Point up importance of speed relevant to material B) As a class read math problem and determine answer
Dictionary Skills	A) Encourage use of glossaries in content subjects B) Have class look up meanings of words, syllables, accents, etc. Use new words in sentences
WRITING Appropriate Language Usuage Punctuation	A) Demonstration B) Write an invitation to a friend
Grammatical Correctness	A) Demonstrate story writing B) Write a paragraph after first line is given
Capitalization	A) Lead class to consider diaries or booklets B) Make booklets of stories and pictures of season, holidays, etc.
Creativeness	A) Read dramatization to class B) Write original puppet show
Notetaking	A) Stress importance of notetaking for greater recall B) Outline a story from Basal text
Legible writing	A) Stress good posture, formation of letters B) Evaluate own writing
Spelling	A) Presentation & use of new words B) Practice pronunciation and word use Use words in story

Resources	A) Printed B) Audio Visual C) People D) Places	Evaluation A) Expected Outcome B) Testing Program
A) Library Skills Book III Beck C) Librarian		A) Is developing skill of finding reference material with understanding
A) SRA Math text B) Overhead projector		A) Varies reading speed relevant to material read. Comprehend all material read.
B) Filmstrips: Suffixes and Prefixes Accenting Syllabication		A) Shows ability to utilize dictionary
Using Good English Laidlaw		A) Uses correct punctuation
		A) Writes a story-organized and clear
		A) Understands uses of capital letters and makes application
A) Holiday Programs for Boys and Girls Fisher B) Filmstrip Building Reports Finishing Reports		A) Enjoys making up story or play A) Shows ability to outline B) Individual diagnosis
A) Zaner-Bloser Teaching Manual B) Overhead projector Practice handwriting		A) Improvement in writing for clarity on all subjects
A) Spelling and Writing Merrill		A) Observe phonetic parts of words Observe irregularities B) Self- Evaluation

Concepts	A) Teaching Methods B) Learning Activities
Language Arts - Fourth Year	
LISTENING Attentiveness	A) Give directions for assignments, etc. B) Complete assignments following directions.
Purpose	A) Ask questions prior to hearing a record or seeing and hearing a film. B) Answer questions.
Critical Thinking	A) Read articles from newspapers. B) Discuss articles; different points of view.
Appreciation	A) Read nonsense verse (Example: Ogden Nash). B) Write nonsense verse.
Stimulate Reading (oral & silent)	A) Read life story of true character. B) Class discussion on comparisons of lives.
SPEAKING Accurate Recall	A) Teacher introduction of unit on space - show movie on space as introduction. B) Class contributes questions they wish to determine answers upon.

Resources	A) Printed B) Audio Visual C) People D) Places	Evaluation A) Expected Outcome B) Testing Program
A) <u>Paper Folding for Beginners</u> Murray and Rigney		A) Realizes importance of listening-to take in ideas and assimilate them.
A) <u>Elementary Teacher's Complete Ideas Handbook</u> Tiedt, S. W.		A) Recognizes there are several types of listening skills; utilizes them according to needs.
B) Copies of Post-Times Star Copies of Enquirer		A) Demonstrates ability to evaluate what is heard. B) Individual testing.
A) Ogden Nash Public Library		A) Verbalizes or otherwise expresses enjoyment of literature.
B) Film: Life of Helen Keller Cincinnati Public Library Filmstrip: Johnny Appleseed		A) Seeks further information about topics discussed.
B) Film: The Earth and Its Neighbors Cincinnati Public Library Make solar system visual aids as a class		A) Contributes well-organized ideas and questions. B) Individual quizzing.

Concepts	A) Teaching Methods B) Learning Activities
Descriptiveness	A) Explanation of using descriptive words, phrases, etc. B) Play riddle game.
Clearness and Conciseness	A) Demonstrate improper and proper speech patterns. B) Evaluate self and classmates' speech (voice, inflection, etc.).
Expressiveness	A) Stress importance of close observation and reporting of an event or scene. B) Give individual accounts of observation of picture (filmstrip, movie, etc.)
Appropriateness	A) Explanation of appropriate language usage. B) Give examples of appropriate language.
READING Enhancement of Vocabulary	A) Call attention to new vocabulary in science unit on Paleozoic Era. (use word analysis, etc.) B) Check glossary for meaning and pronunciation.
Comprehension	A) Motivate prior to reading selection from basal text. Consider possible questions to ask peers. B) Write questions - exchange and answer.

Resources	Evaluation
A) Printed B) Audio Visual C) People D) Places	A) Expected Outcome B) Testing Program
A) <u>Language Arts and Life Patterns</u> Wolfe, Don	A) Enjoys using more complex and descriptive language.
B) Tape recorder	A) Expresses thoughts clearly and concisely.
B) Filmstrip: Interpreting Maps Record: "National Anthems and Their Stories"	A) Has developed self confidence and poise.
	A) Exhibits further development of discriminating appropriate language patterns.
A) <u>Probing Into Science</u> ABC B) Dioramas - early plants and animals	A) Greater recognition of multiple word meanings, and changing functions of words.
A) <u>Principles and Practices of Teaching Reading</u> Heilman, Arthur SRA Reading Lab	A) Exhibits proficiency in story inferences, associations, causes and effects, generalizing, time sequences, character traits, outlining and summarizations. B) Individual diagnosis.

Concepts	A) Teaching Methods B) Learning Activities
Enjoyment	A) Read favorite poems. B) Select poems to read orally.
Development of Reading Skills	A) Consult phonics book. Review long and short vowels. B) Drill on long and short vowels, accenting and syllabication.
Library Skills	A) Individual introduction to library nomenclature as need arises. Assign social studies reports. B) Individual library study.
Speed Relevant to Material	A) Read a short story or article for pleasure. (Read from Reader's Digest, etc.) Ask questions preceeding reading. B) Discussion concerning importance of speed in relation to material.
Dictionary Skills	A) Encourage notebook of new words encountered. B) Keep individual glossary of definitions, syllabication, accenting, etc. of new words.
WRITING Appropriate Language Usage Punctuation	A) Stress importance of punctuation in reading silently and orally. B) Write telephone conversation. (Use Bell Telephone equipment.)

Resources	Evaluation
A) Printed B) Audio Visual C) People D) Places	A) Expected Outcome B) Testing Program
A) Carl Sandburg's Poems for Children	A) Shows willingness to share readings with others (books, poems, etc.).
A) Phonics in Proper Perspective Heilman, Arthur	A) Refinement of word attack skills for oral and silent reading. Increases vocabulary and comprehension. B) Individual testing.
A) Library Skills, Book III Beck, Margaret B) Room card file C) Librarian	A) Uses library card file. Understands purposes of nomenclature.
A) Reader's Digest	A) Recognizes need to vary speed dependent upon material.
B) Filmstrips accenting syllabication	A) Awareness of parts of the dictionary. Uses key and guidewords. Understands diacritical marks and syllabication. Can find and use synonyms, homonyms and antonyms. B) Individual diagnosis.
A) Using Good English Laidlaw Bell Telephone Teacher's Manual	A) Uses marks of punctuation correctly. B) Individual and group testing.

Concepts	A) Teaching Methods B) Learning Activities
Grammatical Correctness	A) Stress importance of necessity for correct grammar.
Capitalization	A) Stress importance of alphabetizing and capitalizing in phone books, dictionaries, etc. B) Develop individual address books.
Creativeness	A) Discuss radio (sound effects, etc.) the auditory rather than visual importance. B) Write a radio script - dramatize it.
Notetaking (outlining)	A) Introduction to filmstrip on satellites. B) Take notes on filmstrip.
Legible Writing	B) Discuss class program for presentation to other classes (puppet show). Write invitations.
Spelling	A) Discuss irregular verb spellings, homonyms, etc. B) Play spelling game (baseball), inclusion of discussed words.

Resources	Evaluation
A) Printed B) Audio Visual C) People D) Places	A) Expected Outcome B) Testing Program
	A) Recognizes some parts of speech (nouns, verbs, adjectives, adverbs). Has developed an awareness of paragraph skill.
A) Bell Telephone directory	A) Uses correct capitalization.
A) <u>Four Star Plays for Teenagers</u> Burack <u>Act It Out</u> B) Tape recorder	A) Demonstrates growth in creativity. Appreciates work of others.
A) <u>Codes to Captains</u> Harper & Row B) Filmstrip: Satellites	A) Recognizes the importance and practicality of taking well organized notes and outlines. B) Individual check.
A) Zaner - Bloser Manual B) Overhead projector to demonstrate correct form and practice	A) Recognizes need for legibility. Can adjust speed to purpose. Knows requirements of good writing. Can analyze errors and make corrections.
A) <u>Spelling and Writing</u> Merrill B) Filmstrips: Homonyms Synonyms	A) Understands and can build words easily. Has developed phonetic and word analysis skills. Development of pride in correct spelling. B) Individual and group testing.

Concepts	A) Teaching Methods B) Learning Activities
Language Arts-Fifth year	
LISTENING Attentiveness	B) Discuss value of attentiveness in introductions Practice intruductions
Purpose	A) Police officer invited to discuss bicycle safety B) Question & answer period
Critical Listeiing	A) Discuss evaluation procedures for a good TV viewing B) Observe a favorite TV show and and evaluate its worth
Appreciation	A) Introduce record to be played (what to listen for) B) Listen to record and discuss mood sounds, etc.
Stimulate Reading (oral & Silent)	A) Bulletin board of various book covers emphasizing topics of interest B) Discuss bulletin board Oral book reports
SPEAKING Accurate Recall	A) Introduce film using proper motivation B) View film Dramatize phone call taking and delivering messages
Descriptiveness	A) Describe someone or something in the classroom B) Write descriptive poems about seasons
Clearness & Conciseness	A) Demonstrate effective and ineffective questions preceding a test B) Question & answer period
Expressiveness	B) Discussion on feelings. what causes happiness, sadness, etc.
Appropriateness	A) Illustrate colloquial speech patterns of our country B) Dramatize situations using these.

A) Printed B) Audio Visual Resources C) People D) Places	A) Expected Outcome Evaluation B) Testing Program
A) Using Good English Laidlaw All About Language Pel C) Reading Police Department	A) Exhibits attentiveness inall oral activities A) Receives directions and messages involving several steps accurately Is well versed onpurposes of good listening
A) Using Good English Laidlaw B) Educational TV program	A) Selects important ideas and summarizes main points of speaker. Is beginning to recognize the difference between fact and opinion B) Individual quizzes
B) Records "Robinson Crusoe" "America Listens to Literature"	A) Recognizes and appreciates sense-impression words, rhyme, and rhythm
A) Bulletin Boards for the Classroom Kendall B) Book jackets covering a variety of subject matter may be obtained from the librarian.	Actively pursues further information on topics introduced
A) Language Arts and Life Patterns Wolfe B) Film-Bell Telephone series	A) Realizes the importance of sequential thought before speaking
A) I Like Weather Poems About Seasons	A) Recognizes the effectiveness of description inspeaking
B) Tape recorder Overhead projector	A) Evaluates self, attempts to correct voice tone, clearness, etc.
A) In the Middle of the Night: Poems About Nature	A) Expresses himself with ease. Demonstrates eagerness to volunteer ideas, information
B) Tape recorder	A) Awareness of what constitutes good grammar and the exceptions

Concepts	A) Teaching Methods B) Learning Activities
READING Enhancement of Vocabulary	B) Discuss figures of speech, abstractions. B) Write original story employing newly acquired glossary.
Comprehension	A) Stress importance of comprehension in all content areas B) Discuss map and globe reading skills
Enjoyment	A) Encourage reading a variety of reading materials B) Keep records of readings to evaluate interests.
Development of Reading Skills	A) Stress individual specific skills as needs arise. B) Individual drill to strengthen skills
Library Skills	B) Discuss early transportation B) Individual library study periods to develop skills
Speed Relevant to Material	A) Suggest possibility of a science fair B) Discuss science fair Select topic and research material available
Dictionary Skills	A) Demonstrate Wordo game to emphasize need to use more appropriate terms B) Play Wordo game (Write sentences on the board and replace key words with synonyms-give points for correctness)
WRITING Appropriate Language Usage Punctuation	A) Demonstrate importance of punctuation in letter writing B) Write letters to businesses using correct punctuation

Resources	Evaluation
A) Printed B) Audio Visual C) People D) Places	A) Expected Outcome B) Testing Program
A) Words:English Roots and How They Grow	A) Shows greater recognition of figures of speech and abstractions.
A) SRA-reading lab B) SRA-map and globe skills room maps and globe	A) Demonstrates facility in all facets of comprehension. Recognizes ideas, draws conclusions, skims and follows directions B) Individual quizzes
A) John James Audubon Kieran	A) Is developing wide interests in reading
A) Principles and Practices of Teaching Reading Heilman	A) Has developed efficiency in both oral and silent reading; organizational interpretive and comprehension Demonstrates proficiency in word attack skills B) Individual tests
A) Railroads Today and Yesterday Buehr B) Pictures of early trains) Librarian	A) Demonstrates efficiency in use of libraby resources (cross references)
A) Science Can Be Fun Leaf C) Librarian	A) Uses appropriate rate for various types of reading consistent with ability
A) Phonics in Proper Perspective Heilman B) Overhead projector	A) Demonstrates ability to replace common words with more appropriate synonyms Shows greater awareness of accent' when word is used as a different part of speech
A) Using Good English Laidlaw Language Arts and Life Patterns Wolfe	A) Knows and employs correct use of punctuation B) Individual and group testing

Concepts	A) Teaching Methods B) Learning Activities
Grammatical Correctness	A) Write grammatically incorrect paragraph on the board B) Correct paragraph as a group Write individual paragraphs proof-read, then exchange
Capitalization	A) Stress specific skills individually as need arises B) Drill on weak skills
Creativeness	A) Read a fable to emphasize various forms of written expression B) Write an imaginary fable in the first person
Notetaking	A) Demonstrate outlining someone's life story B) Write individual biography from outline
Legible Writing	B) Copy favorite poem Compare handwriting and evaluate
Spelling	A) Dictate spelling sentences (containing most frequently used vocabulary) B) Keep records of most frequently misspelled words to master. Interclass spelling bee.

Resources	Evaluation
A) Printed B) Audio Visual C) People D) Places	A) Expected Outcome B) Testing Program
A) Children and the Language Arts Herrick and Jacobs	A) Has gained skill in proofreading and correcting his own work, writing paragraphs B) Individual testing
	A) Knows and employs correct usage capitalitation B) Individual and group testing
A) Aesop's Fables	A) Varies his style of written expression Uses exclamations and interjections in writing
A) Meet Abraham Lincoln Cary B)Filmstrips Finishing Reports Using Reports	A) Is growing in indepencence in notetaking and outlining B) Individual diagnosis
A) Zaner-Bloser Teacher's Manual B) Overhead projector Evaluation sheet	A) Continues to evaluate and improve writing skills with less attention to the mechanics of writing
A) Spelling and Writing Teacher's Manual Merrill	A) Can correctly spell most frequently used vocabulary words as well as words used in content areas.

READING COMMUNITY SCHOOLS

CURRICULUM GUIDE

ENGLISH LANGUAGE ARTS

MIDDLE

English Language Arts in the Middle School

With the inception of the Reading Community Middle School, many innovations in curriculum, teaching methods, and philosophies have taken place. With these changes in mind this language arts curriculum, fluid in nature, has been devised.

Whenever innovations occur, changes take place, gradually but constantly. Therefore, adjustments will be made during the year to meet needs of the individual in his continuous progress through the Reading Community Schools.

Although changes are being made, the fundamental core of an effective language arts program remains intact. The basic skills of reading, speaking, writing, and spelling, so necessary for any area of achievement, are the stable foundation of the curriculum. Through this program, each student in the Middle School can develop the necessary skills to meet his needs of the future.

Concepts	A) Teaching Methods B) Learning Activities
Language Arts-Middle School first year	
Unit 1: LISTENING Point of view. Main ideas. Listen critically. Suggested time: two weeks	A) Discuss purposes of listening Listening as a skill B) SRA- T.Q.L.R. listening skills
Unit 2: SPEAKING Conversations. Oral reporting. Evaluation of other reports. Correct pronunciation. Speaking with expression and meaning. Parliamentary procedure Suggested time: 2 weeks	A) Present characteristics of conversation Qualities necessary for effective conversation Rate of each individual in conversation Make introductions in different kinds of situations Demonstrate conversation on the telephone
Unit 3: COMPOSITION Sentence structure and variety. The paragraph. Writing letters. Writing stories. Writing reports. Other writing experiences. Simple outline. Summary. Narration. Description. Imaginative adventures. Simple explanation of process. Suggested time: ten weeks	A) Function of paragraph Types of letters and characteristics of each Analyze writings of experienced writers Procedures in report making Writing experiences correlated with literature B) Write brief report Check for appropriateness of characteristics
Unit 4: LANGUAGE USAGE Function of parts of speech. Mechanics. Suggested time: seven weeks	A) Use the correct forms of punctuation in writing Purposes of punctuation in composition

Resources	Evaluation
A) Printed B) Audio Visual C) People D) Places	A) Expected Outcome B) Testing Program
A) <u>English Grammar and Composition</u> Harcourt, Brace & World B) SRA Reading Labs IIC;IIB	A) Compare, relate, and evaluate information Show good listening manners B) Assignment of following directions Corresponding tests in SRA
A) <u>English Grammar and Composition</u> Harcourt, Brace & World <u>Essentials of Public Speaking</u> Fulton B) Tape recorder Bell Telephone Co.	A) Illustrate the use of a descriptive vocabulary Demonstrate orderly and logical arrangement of ideas Gather summarize and express information Speaking in club work B) Practical application Demonstrate proper techniques in conversations, introductions, and telephoning
A) Learning packets <u>English Grammar and Composition</u> Harcourt, Brace and World See"Literature" in resources appendix	A) Clear expression of ideas Clarity in word choice and sentence structure Utilize complete sentences by combining to form paragraphs Simple development of the main topic into paragraph Sentence variety B) Writing experience as needed
A) Learning Packets <u>English Grammar and Composition</u> Harcourt, Brace and World	A) Recognizing and avoiding common errors of careless writing B) Assignments as needed in packets related to usage Correct usage in composition

Concepts	A) Teaching Methods B) Learning Activities
Unit 5: LITERATURE TYPES Fables Legends Poetry Drama Biography Prose Fairy tales Myths Suggested time: ten weeks	A) Poems that tell a story Songs are poems set to music Poetry creates a mood Choral speaking Types of literature B) Have students write poems, biographies, and fables Read different types of literature
Unit 6: READING SKILLS Vocabulary Word recognition Word meaning Word attack skills Phonics skills Comprehension Practical uses Reference and library skills Suggested time: ten weeks	A) Activities in teacher's manual for various needed skills A) Dewey Decimal System B) Library visitation
Unit 7: SPELLING SKILLS Proficiency in spelling will be increased through practical writing experiences and, as needed, through individualized learning packets.	

Resources	A) Printed B) Audio Visual C) People D) Places
Evaluation	A) Expected Outcome B) Testing Program

A) Seven Seas
Harper Row
From Coins to Kings
Harper Row
Into New Worlds
Macmillan
Wings to Adventure
Ginn
On Story Wings
Learning Packets
See"Literature"- resources appendix

A) Reading for enjoyment
Independent reading
Problems of life solved through study of literature
Appreciation of literature
Ability to discern both good and inferior literature
B) Do needed assignments from packets

A) Reading lab #IIC;IIB
Advanced Skills in Reading
Macmillan
Reader's Digest Skill Builders
Books 1, 2, and 3
See"Literature"-resources appendix
Learning packets
B) Library Skills
Filmstrips:
"Library Skills"

A) Locate information
Select and evaluate information
Organize information
Reference materials
Outline and summarize
Take notes
Practical use of Learning Center
B) Comprehension/evaluation
Self-checks in learning packets

Concepts	A) Teaching Methods B) Learning Activities
Language Arts - Middle School Second Year	
Unit 1: LISTENING Formulate ideas from new information. Power and beauty of the spoken word. Suggested time: 2 weeks	A) Listen to tapes, records, and discuss. B) SRA: T.Q.L.R. Listening skills
Unit 2: SPEAKING Kinds of oral expression- Story Book discussion Explanation Class report Skits and plays Oral reading Social situations Parliamentary procedure Suggested time: 2 weeks	A) Learning packets and reading experiences. B) Club activities
Unit 3: COMPOSITION Writing experiences- Business letter Written report Written book report Note-taking Outlining Scripts Descriptive Suggested time: 10 weeks	A) Writing experiences from learning packets. Writing correlated with literature. Reinforcement of techniques.

Resources	A) Printed B) Audio Visual C) People D) Places	Evaluation A) Expected Outcome B) Testing Program
A) <u>English Grammar and Composition</u> Harcourt, Brace and World, Inc. B) SRA Reading Lab II B; II C; IIIA		A) Demonstrates respect for point of view of others. B) Corresponding texts in SRA Reading Lab.
A) <u>English Grammar and Composition</u> Harcourt, Brace and World, Inc. <u>Essentials of Public Speaking</u> Fulton, Robert <u>Tested Public Speaking</u> Wheeler, Elmer		A) Gestures, expression to pass moods and ideas to audience. Problem solving using experience and knowledge learned. Role-playing in skits. Voice control and gestures. Reporting to class with ease. Poise in club work. B) Self evaluation. Class evaluation.
A) <u>English Grammar and Composition</u> Harcourt, Brace and World, Inc. Learning packets See "Literature" in Resources Appendix		A) Describing and explaining. Use of the imagination. Use of the dictionary as a spelling aid and for choice of words. Correct use of composition where needed. B) Writing assignments as needed in packets.

Concepts	A) Teaching Methods B) Learning Activities
Unit 4: LANGUAGE USAGE The sentence is an independent grammatical unit. Recognize subject and predicate relationships. Inverted order in sentences. Use of the types of sentences. Suggested time: 7 weeks	A) After diagnosis, prescribe activities to alleviate symptons of grammatical deficiency in respect to usage. B) As needed, use learning packets. Small group reinforcement.
Unit 5: LITERATURE Poetry. Character, event and appreciation of nature. Emotional response, sensory appeal and humor. Short story. Analysis of characters, plot, and setting. Significance of story as literary contribution. Article and essay. Interpretation. Evaluation. Autobiographical and biographical sketches. Interpretation. Evaluation. Book-length fiction and biography. Drama. Elementary drama. Interpretation. Readings from several areas of literature. Legends of the Middle Ages. American literature. Literature from other lands. Suggested time: 10 weeks	A) Team presentation of selected segments of literature. B) Small group discussions. Related activities suggested in learning packet. Choral reading. Interpretation through oral characterization.

Resources	Evaluation
A) Printed B) Audio Visual C) People D) Places	A) Expected Outcome B) Testing Program
A) <u>English Grammar and Composition</u> Harcourt, Brace and World, Inc. Learning packets	A) Correct usage in speech and writing. Improve quality of sentence writing through practical application in composition work. B) Do assignments as needed in learning packets.
A) <u>Adventures for Readers</u>, Book 1 Harcourt, Brace and World,Inc. <u>Adventures Ahead</u> Harcourt, Brace and World See "Literature" in Resources Appendix. Learning Packets B) Records Filmstrips C) Guest speakers and performers	A) Demonstrate familiarity with sequence of time and incident. Understand the use of detail. Understanding of characters as cause of action. Understand plot as sequence of incidents. Realize significance of narrative and descriptive detail. Awareness of distinctive pattern of poetry. B) Self-realization of concepts, techniques, and aesthetic progress through reading, discussion and writing.

Concepts	A) Teaching Methods B) Learning Activities
Unit 6: READING SKILLS Mechanics Comprehension Functional Recreational Suggested time: 10 weeks	A) Teacher's manual Learning packets
Unit 7: SPELLING SKILLS Proficiency in spelling will be increased through practical writing experiences and, as needed, through individualized learning packets.	

A) Printed B) Audio Visual Resources C) People D) Places	A) Expected Outcome Evaluation B) Testing Program
A) <u>Advanced Skills in Reading</u>, Book 2 Macmillan <u>Be a Better Reader</u>, Book 1 Prentice-Hall <u>Reader's Digest Skill Builders</u>, Book 1 and 2 <u>Reading with Purpose</u> American Book Company <u>R. S. V. P. #1</u> Amsco School Publications SRA Reading Lab #III A SRA Reading Lab #II C SRA Reading Lab #II B See "Literature" in Resources Appendix	A) Speed in silent reading and skill in oral reading. Comprehension of a rich, extensive vocabulary, and the meanings of larger units of language. Development of specific skills needed by special subjects. Reading as a voluntary leisure time activity. B) Comprehension evaluation.

Concepts	A) Teaching Methods B) Learning Activities
Language Arts - Middle School Third Year	
Unit 1: LISTENING Interpret spoken word. Accept what is relevant. Discriminate between fact and opinion. Good qualities in voice projection. Suggested time: 2 weeks	A) Listen to tapes, records, and discuss. B) SRA: T.Q.L.R. Listening skills
Unit 2: SPEAKING Kinds of oral expression- Individual reports Group reports Panel discussion Conversations Introductions Interviews Reviews Oral reading Choral speaking Dramatization Parliamentary procedure Suggested time: 2 weeks	A) Learning packets and reading experiences. B) Club activities.
Unit 3: COMPOSITION Writing experiences- Multi-level outline including thesis Dialogue Original poetry Original stories Original drama Book reviews Reports Explanations Descriptions Narratives Opinions Biographical sketches Suggested time: 10 weeks	A) Writing experiences as needed from learning packets. Writing endeavors correlated with literature.

Resources	A) Printed B) Audio Visual C) People D) Places	Evaluation A) Expected Outcome B) Testing Program
	A) <u>English Grammar and Composition</u> Harcourt, Brace and World, Inc. B) SRA Reading Labs II C; III A^1; III A^2	A) Awareness of generalizations in speeches. Detecting improbabilities in commercials. B) Corresponding tests in SRA Lab.
	A) <u>English Grammar and Composition</u> Harcourt, Brace and World, Inc. <u>Essentials of Public Speaking</u> Fulton, Robert <u>Tested Public Speaking</u> Wheeler, Elmer <u>How To Debate</u> Summers, Harrison Boyd	A) Development in group standards for technical performance in all the major forms of oral expression. Translate ideas and sensory impressions into vivid, meaningful, and creative language. Acquire fluency, skill and artistry in oral expression. B) Self-evaluation and class evaluation.
	A) <u>English Grammar and Composition</u> Harcourt, Brace and World,Inc. Learning packets See "Literature" in Resources Appendix	A) Use of clear, correct, and effective sentences. Proofread and revise written work. Employ sentences that are pleasing, varied, forceful, complete, and structurally correct. Enriched and precise vocabulary. B) Do writing as needed using learning packets.

Concepts	A) Teaching Methods B) Learning Activities
Unit 4: LANGUAGE USAGE A sentence is an independent grammatical unit composed of recurring structures. A clause is a basic sentence element and is part of a complete sentence. Independent clause. Dependent clause is used as an adjective, adverb, or a noun. Suggested time: 7 weeks	A) Practical application of basic rules of usage in writing skills. B) Individualized progress by means of learning packets. Through writing experiences correlated with literature.
Unit 5: LITERATURE Experiences- Poetry Short story Article and essay Autobiographical and biographical sketches Book-length fiction and biography Drama American literature Historical Regional Modern Suggested time: 10 weeks	A) Team presentation of all segments of literature. B) Small group discussions. Related activities suggested in learning packets. Choral reading. Group presentations of various phases of drama.

Resources

A) Printed
B) Audio Visual
C) People
D) Places

Evaluation

A) Expected Outcome
B) Testing Program

A) English Grammar and Composition
Harcourt, Brace and World, Inc.
Learning packets

A) Use acceptable English without hesitation, orally and in written form.
B) Progress will be determined by self-evaluation and peer evaluation.

A) Adventures for Readers, Book II
Harcourt, Brace and World, Inc.
Adventures for You
Harcourt, Brace and World, Inc.
Learning packets
See "Literature" in Resources Appendix
B) Records
Filmstrips
C) Guest speakers

A) Distinguish fictional and non-fictional prose.
Make inferences about character and plot from significant details.
Awareness of element of conflict in plot development.
Find purpose in literary form.
B) Self-realization of concepts, techniques, and aesthetic progress.

Concepts	A) Teaching Methods B) Learning Activities
Unit 6: READING SKILLS Critical reading Literal comprehension Reasoning from cause to effect Suggested time: 10 weeks	A) Activities in teacher's manual. Learning packets.
Unit 7: SPELLING SKILLS Proficiency in spelling will be increased through practical writing experiences and, as needed, through individualized learning packets.	

Resources
A) Printed
B) Audio Visual
C) People
D) Places

A) <u>Be a Better Reader</u>, Book II
Prentice-Hall
<u>Reader's Digest Skill Builders</u>
Books 1 and 2
<u>Reading for Significance</u>
American Book Company
<u>R. S. V. P. #2</u>
Amsco School Publications
SRA Reading Lab III A^2
SRA Reading lab III A^1
SRA Reading Lab II C
Learning packets
See "Literature" in Resources Appendix.

Evaluation
A) Expected Outcome
B) Testing Program

A) Interpret readings.
Supply or anticipate meanings.
Draw inferences.
Make generalizations.
Reasoning cause to effect.
Make comparisons.
Identify purpose of writer.
Identify motives of characters.
Form sensory images.
Experience emotional reactions.
B) Comprehension evaluation through oral and written discussion.

RESOURCES
APPENDIX

Following is a list of resource materials which are available in the Learning Center of the Reading Community Middle School. These materials are pertinent to various areas of language arts and will be helpful in carrying out a meaningful program.

Simple reference is made to this list under the column titled "Resources".

I. LITERATURE

A. Fables
1. Fable, Fact and History
Thornton, Willis
2. Fables of La Fontaine
Ponsot, Marie-translator

B. Legends
1. Legends of Charlemagne
Bulfinch, Thomas
2. Legends of the North
Coolidge Olivia E.
3. Legends-U.S.
Blair, Walter

C. Poetry
1. Best Loved Poems
Henry W. Longfellow
2. When We Were Very Young
A.A. Milue
3. Best Loved Poems
Ed. David George
4. Poetry
Selected poetry by Robert Browning
5. Poetry
Selected poetry of William Wordsworth
6. Best Loved Poems
Ed. Richard MacKenzie
7. Modern American Poetry
Louis Untermeyer
8. Poetry Handbook-a Dictionary of Terms
Deutsch, Babette
99. An Anthology of World Poetry
Ed. by Mark Van Doren
10. The Winged Horse
Auslander, Joseph

Poetry, con't.

11. Ballads, Blues and the Big Beat
    Myrus, Donale
12. Boys Book of Verse; an Anthology
    Fish, Helen Dean
13. Moon Is Shining Bright as Day; an Anthology of Good-Humored Verse
    Nash, Ogden
14. 100 Poems about People
    Parker, Elinor Milnor
15. 100 Story Poems
    Parker, Elinor Milnor
16. One Thousand Poems for Children; based on the Selections of Roger Ingpen
    Sechrist, Elizabeth
17. Modern British Poetry
    Untermeyer, Louis
18. Stars To Steer
    Untermeyer Louis
19. This Singing World; an Anthology of Modern Poetry for Young People
    Untermeyer, Louis
20. Road Not Taken
    Frost, Robert
21. Early Moon
    Sandburg, Carl
22. Poems for Youth; an American Anthology
    Benet, William Rose
23. Golden Slippers; an Anthology of Negro Poetry for Young Readers
    Bontemps, Arna Wendell
24. Poems of American History
    Stevenson, Burton Egbert
25. Lays of the New Land; Stories of Some American Poets and Their Work
    Simon, Charles May
26. Parents Keep Out; Elderly Poems for Youngerly Readers
    Nash, Ogden
27. Poor Richard's Almanac
    Franklin, Benjamin
28. Inheritance of Poetry
    Adshead, Gladys and Duff, Annis
29. Story Poems, New and Old
    Cole, William
30. Girl's Book of Verse
    Davis, Mary Gould
31. Come Hither: a Collection of Rhymes and Poems for the Young of all Ages
    De La Mare, Walter

Poetry, con't.

32. Index to Children"s Poetry
    Brewton, John and Brewton, Sara
33. Rhymes and Sayings for the Ten O'Clock Scholar
    Morrison, Lilian
34. Untune the Sky: Poems of Music and the Dance
    Plotz, Helen
35. Subject Index to Poetry for Children and Young People
    Sell, Violet Grace
36. Humorous Stories and Poems by Distinguished Writers
    Smith, Elva Sophronia
37. Magic Circle; Stories and People in Poetry
    Untermeyer, Louis

D. Fairy Tales

1. The Black Cauldron
   Alexander, Lloyd
2. East of the Sun and West of the Moon
   Asbjornsen, Peter Christen
3. Five Chinese Brothers
   Bishop, Claire
4. Treasure of Green Knowe
   Boston, L.M.
5. The Children of Green Knowe
   Boston, L.M.
6. Alice's Adventure in Wonderland and Through the Looking Glass
   Carroll, Lewis
7. Tales from Silver Lands
   Finger, Charles
8. Reluctant Dragon
   Grahame, Kenneth
9. Wind in the Willows
   Grahame, Kenneth
10. Tales from Grimm
    Grimm, Jacob
11. Favorite Fairy Tales Told in France
    Haviland, Virginia
12. Tevig
    Jones, Elizabeth, Orton
13. At the Back of the North Wind
    NacDonald, George
14. Little Lame Prince
    Mulock, Dinah Maria
15. The Borrowers Afield
    Norton, Mary
16. The Borrowers Afloat
    Norton, Mary
17. The Borrowers
    Norton, Mary

Fairy Tales, con't.

18. Little Mermaid Who Could Not Sing
    Slobodkin, Louis
19. Mary Poppins
    Travers, P.L.
20. Mary Poppins in the Park
    Travers, P.L.
21. Mary Poppins Opens the Door
    Travers, P.L.
22. To the Land of Fair Delight
23. Fifty Famous Fairy Tales
24. The Faithful Voyage of Captain Kid
    Henricks, Dumbar Mary
25. Story of Davy Crockett
    Meadowcraft, Enid
26. A Family Affair
    Eddy, Roger
27. A Family of Foxes
    Dillon, Ellis
28. The Fantastic Universe
    ed. by Sanstesson, Hans

E. Myths
   1. Adventures with the Gods
      Sellew, Catherine F.
   2. Greek Gods and Heroes
      Graves, Robert
   3. Thunder of the Gods
      Hosford, Dorothy
   4. Greek Myths
      Coolidge, Olivia E.
   5. Legends of the North
      Coolidge, Olivia E.
   6. Bulfinch's Mythology
      Bulfinch, Thomas
   7. Mythology
      Hamilton, Edith

F. American Literature
   1. Westward, Westward, Westward
      Ahell, Elizabeth
   2. America; the Land and Its Writers
      Scherman, David Edward and Redlich, Rosemarie

G. English Literature
   1. Stories from Shakespeare
      Chute, Marchette Gaylord
   2. Tales from Shakespeare
      Lamb, Charles and Lamb, Mary Ann
   3. Complete Works
      Shakespeare, William

H. World Literature
   1. Masterpieces of World Literature First series
   2. Masterpieces of World Literature Second series
   3. Masterpieces of World Literature Third series

I. Biography
   approximately 300 books of individual and collective biographies

J. Short Story
   approximately 50 different short stories can be located under "Story Collections"

K. Novels
   approximately 600 novels at various reading levels are available

II. REFERENCE

A. Curriculum Library
   1. Texts
   2. Various manuals
   3. Library Skills

B. Filmstrips
   1. "Using the Library" (6 filmstrips)
   2. Language Arts Series (24 filmstrips)
   3. Advanced English Series (24 filmstrips)

III. READING

Grosset and Dunlap Series (50 books)
(high interest-low reading level)

READING COMMUNITY SCHOOLS

CURRICULUM GUIDE

ENGLISH LANGUAGE ARTS

HIGH SCHOOL

Concepts	A) Teaching Methods B) Learning Activities
Language Arts - Ninth Year	
COMPOSITION	
Paragraphs Development of types Definition Arrangement	A) Discussion, introduction to paragraph. B) Using subject matter from other courses for building paragraphs.
Outline for expository writing Attention material Orienting material Thesis Body Conclusion	
Writing Narrative Descriptive Argumentative Expository reports Note taking Essays Verse Letters Social Business	A) Discussion of text material. Examples of these writings presented by teacher. B) Reading aloud for motivation and understanding.
Outlining Topic Sentence	A) General discussion of outlining. Demonstration of outlining. B) Making outlines as plans for reports in other classes as well as English. Puts well written paragraphs into a whole.
Autobiography (end of second semester)	

Resources	
	A) Printed
	B) Audio Visual
	C) People
	D) Places

Evaluation	
	A) Expected Outcome
	B) Testing Program

A) Text: English Grammar and Composition 9
HBW - 1963
Reference: Guide to Modern English
Corbin and others
Chicago: Scott, Foresman, 1960

A) Readers' Guide for subject material

A) Biographical material:
Who's Who

A) Shows interest in written expression.
Student who wishes he liked to write finds degree of enjoyment in writing.
Gains an awareness of paragraph, its unity, arrangement, and emphasis.
Observes what is about him to use as subject material.
Uses new words and grouping of words for self-expression.
Recognizes need to edit and proofread his written paper.
B) Acquires suggested techniques and devices for improvement from Evaluation Charts.
Frequent essay type test.
A) Finds himself interesting enough to write about.
Develops skill in writing with some degree of sequence.

Concepts	A) Teaching Methods B) Learning Activities
GRAMMATICAL CLASSIFICATIONS	
Nouns Classes Formation of plurals Formation of possessives Appropriate handling of collective nouns	A) Planned review in all classes to meet students' needs. B) Explanation. Discussion.
Pronouns Use of pronouns that agree with antecedents in person and number Personal pronouns and case Use of <u>who</u> referring to persons, <u>which</u> to animals and things, <u>that</u> to persons, animals, and things	A) Reference to text for source material. B) Pass out sheets; discussion. Group correction, on chalkboard, of sentences that need revision. Discussion from composition papers.
Agreement of subject and predicate The verb agrees with its grammatical subject in number Subject must be determined before correct verb choice is made When the introductory word is <u>there</u> When there is a compound subject When normal word order is reversed, as in questions When modifying phrase intervenes between subject and verb	A) Create and maintain student interest in grammar usage. B) Correction and sharing proper usage with another student.
Verbs Correct form of irregular verbs Distinction between past tense and past participle of irregular verbs Tense sequence Use of present perfect and past perfect tenses	A) Explanation. B) Pass out sheets used for practice and discussion. Exercises for assignment; discussion in class.
Adjectives and adverbs Functions of adjectives, adverbs Correct use of comparative and superlative degree	A) Explanation. B) Use of chalkboard. Writing in class paragraphs of comparison. Discussion
Sentence structure Use of simple, compound, and complex sentences Avoidance of choppy sentences Avoidance of fragments without purpose Avoidance of run-on sentences	A) Lecture, explanation. B) Discussion of examples taken from writing. Corrections worked out in class. Practice sheets.

	A) Printed B) Audio Visual C) People D) Places	A) Expected Outcome B) Testing Program
Resources		Evaluation
A) Text Practice sheets <u>Practice in English</u>- Workbook in Fundamentals Houghton Mifflin Company, Boston <u>Grammar for Today</u> Amsco School Publications		A) Becomes aware of and has a deeper meaning of the structure of his language to use it more efficiently. Practices on eradicating errors from his speech as well as his writing. B) Diagnostic test to show specific area where help is needed. Testing from student's writing.
		A) Becomes verb conscious to the extent that proper usage is reflected orally and in writing. B) Teacher-made test.
		A) Revises his sentence structure with appropriate form. B) Correction in writing. Test.

ELA s 4

Concepts	A) Teaching Methods B) Learning Activities
PUNCTUATION	
Period Comma To separate elements in a series To separate various parts of an address or date To follow introductory words To enclose a direct quotation To enclose an appositive To enclose words in direct address **Semicolon** To separate clauses of a compound sentence when there is no connective To separate clauses of a compound sentence when there is internal punctuation Question mark Use to indicate end of a question Avoidance of a question mark in an indirect question	A) Frequent practice in using meaningful punctuation from student writing. Explanation of new usages with text as a reference. Pass out sheets for added practice. Selected teaching to meet students' needs. B) Applies meaningful punctuation in his writing. Review. Discussion, explanation.
LITERATURE	
Short story Reading materials Text Resource materials Library Types of short stories Purpose of the story To entertain To instruct Structure of the short story Title Beginning Plot Characters and their traits Setting Style	A) Lecture Introduction of variety in type: Character, animal, humorous, psychological, etc. Point out examples of short stories in terms of purpose. Distinguish the short story from other literary forms. B) Discuss classes of short story and read for points of emphasis. Write short descriptions of places, character sketches, incidents, revealing these in a possible short story (more able students). Read from a sample list of short stories. Report (oral and/or written) should lead to discussion of plot, style, and reccommendation for other students.

Resources
A) Printed
B) Audio Visual
C) People
D) Places

Evaluation
A) Expected Outcome
B) Testing Program

A) Text
Paragraphs and essays with punctuation omitted for practice

A) Gives evidence of meaningful punctuation in his writing.
Realizes that skill in proper punctuation helps reader gain meaning more quickly and easily.
B) Teacher-made test.

A) Text: Adventures in Reading (Laureate) HBW - 1963
Adventures for Today (Companion) HBW - 1963
Book lists:
National Council of Teachers of English lists
American Library Association lists

A) Student recognizes and appreciates the meaningfulness of communication through language.
Is aware of and appreciates the short story as a literary form.
Increases his social perspective through the tremendous variety of subjects.
Finds added interest in reading fiction.
B) Writing.
Teacher-made test.

Concepts	A) Teaching Methods B) Learning Activities
The novel Required: Dickens' <u>Great Expectations</u> Supplementary: at least one other novel may be studied	A) Pass out sheets. Background material, lecture. B) Discussion of author, his works. Interpretation. Character sketches. Read aloud samples of dialogue. Discuss techniques of Dickens to convey plot and humanness. A) &) Similar procedure as for B) required novel.
Drama "Romeo and Juliet" is required Supplementary: one play	A) Distribute background material. Presentation of nature of Shakespeare's vocabulary. Develop structure of rising and falling action. B) Discussion of comedy and tragedy. Research into the history of drama or a specific period.
Poetry Concepts of- Meter Foot Figures of speech Sound devices Blank and free verse Poetic forms Narrative Lyric	A) Read aloud short poems and discuss their mood and theme. B) Student discussion. Choral reading. Summary activity following reading of poem.
Non-fiction Biography Study of definition- Kinds of material Sources used by biographer Arrangement of material	A) Display biographies or book jackets of biographies from the library. B) Discussion, questions.
Essays	A) Explanation using text and reference material. B) Discuss ideas about life found in essay. Select editorials from periodicals and discuss relationship to essay.

Resources	A) Printed B) Audio Visual C) People D) Places	Evaluation A) Expected Outcome B) Testing Program
	A) Suggestions for other novel: To Kill a Mockingbird, Lee Northwest Passage, Roberts A Tree Grows in Brooklyn, Smith The Human Comedy, Saroyan	A) Has an enjoyable reading experience. Gains keener appreciation of purpose, organization, and style of author. Perceives Dickens' method of conveying ideas through the printed word. Pursues further reading of author now and in future years. B) Teacher-made test. Papers on characterization.
	A) Text Suggestions for supplementary play:"Raisin in the Sun", Hansberry "Arsenic and Old Lace", Kesserling "Importance of Being Earnest" Wilde "Midsummer Night's Dream", Shakespeare Reference: Shakespeare's World, Sutherland	A) Learns to read Shakespearian plays with ease. Gains some appreciation for Shakespeare through better understanding. Visualizes not only plot but also setting, circumstances, and characters. Shows added interest in plays and the theater. Desire to see play when opportunity arises. B) Teacher-made tests.
	A) Text Supplementary: Favorite Poems, Old and New, Ferris Forms of Poetry, Untermeyer	A) Reads for enjoyment. Finds new awareness of life through word pictures. Acquaints himself with some patterns of poetry.
	A) Library collection	A) Discovers interesting and intimate facts about important people. Gains understanding of historical and political background of individual. B) Reports. Tests.
		A) Reads carefully to gain idea of essay. Finds ideas of author thought-provoking. B) Oral or written reports. Test.

Concepts	A) Teaching Methods B) Learning Activities
Language Arts-Tenth year	
COMPOSITION Plan for composition Study of forms of discourse Description Narration Exposition Special study of exposition Methods of development Transition Within paragraphs Between paragraphs Term papers (All previous work leads to these papers) Plans of procedure	A) Lecture-Question B) Discussion Vocabulary listings and word study Discipline through writing and student revision A) Give basic steps with full explanation of each B) Discussion Analysis of each step in preparation Reference to Research Papers
Creative Writing Items under "Writing for Fun" in ninth grade may be used Writing original skits or dramatizations	A) Emphasis of the transition of general idea to concrete details B) Possible group writing Evaluation study
GRAMMATICAL CLASSIFICATIONS Nouns Pronouns Agreement of subject and predicate Verbs(Transitive, Intransitive, linking) Adjectives and adverbs Degrees of adjectives and adverbs	A) Review as opportunity from literature, writing, or class discussion arises B) Practice through more examples of each followed by exercises
Sentence structure Subordinate ideas in phrases Use of the appositive Coherence-combining related ideas Predicate nominative instead of when or where clause often linking verb Placement of single modifiers near the words they modify And for coordinate But for contrasting ideas	A) Emphasis through variety of phrases and clauses Explanation Practice sheets B) Discussion
Understanding Distinctions (in meaning and use) ie. don't, doesn't well, good Substitutes for over-used words: ie. nice, swell	B) Planned review Repeated oral drill Class discussion

Resources	A) Printed B) Audio Visual C) People D) Places	
	A) Text: English Grammar and Composition HBW-1963 English Curriculum Study Reading Community Schools 1967	A) Is able to organize paragraphs into one unified paper Understands and uses the topic sentence Finds ideas for writing from literature, world, himself
	A) Students required to purchase Research Papers Coyle, William Second edition New York Odyssey Press Inc., 1965.	A) Demonstrates form & method used in preparation of Research paper Enters project with serious thought B) Final paper
		A) Adds variety in his writing and finds enjoyment in short writings
	A) English Grammar and Composition grade 10, HBW Correction Symbols-See English Curriculum, 1967 Reading Community Schools	A) Becomes better qualified to use appropriate English, both orally and in writing B) Teacher-made test
		A) Meets his problems and pitfalls in specific areas of grammar and exhibits greater proficiency in handling these problems
		A) Feels responsibility in making proper language forms habitual Cooperates in plans to overcome poor habits Becomes comfortable with new speech

Concepts	A) Teaching Methods B) Learning Activities
PUNCTUATION	
Period Comma Semicolon Question mark	A) Planned review when need arises
Colon Follow salutaion of a business letter Precede a long series or list Express time (4:00 p.m.) Precede a formal statement or quotation	A) Explanation Practice sheets B) Discussion
Apostrophe Possessive of compound words Possessive of nouns to indicate joint ownership Show contraction Show plural forms of letters, numbers, figures and signs	A) Explanation B) Examples for discussion
Quotation marks Show exact words of a speaker Enclose titles of short stories, poems, songs, sub-divisions Enclose quotation within a quotation with single quotation marks Enclose slang, special terms, nicknames	A) Written work offers pertinent examples of usage Explanation B) Practice exercise References from literature to point out these usages.
Hyphen Divide words into syllables at end of lines Divide some compound words Divide compound numbers Indicate fractions Adjectives preceding a substantive	
Parenthesis Set off stage directions in a play Enclose figures used appositively Enclose numbers or letters in enumeration run into text	

A) Printed
B) Audio Visual
Resources C) People
D) Places

A) Practice in English a Workbook in Fundamentals
Houghton-Mifflin Co.

A) Expected Outcome
Evaluation B) Testing Program

A) Honestly endeavors to apply these strong substitutes arrived at through discussion, dictionary, and Thesaurus
Uses these punctuation marks with ease
B) Quiz

A) Accepts and begins to apply these specific concepts of punctuation.
B) Test

A) Finds this punctuation natural to use in his writings
B) Writing a check for evidence in application of appropriate punctuation
Teacher-made test

Concepts	A) Teaching Methods B) Learning Acitivites
LITERATURE Short story Text Supplementary American Non-American Novel Silas Marner, G. Eliot	A) Review short story as literary form B) Discussion-subject matter reflection of culture B) Study of the plot, characterization incidents, dialogue Read passages of dialogue aloud to determine plot and sub-plot
Additional Selection	Use above suggested activities fitted to selection
Drama Tragedy Greek Shakespearean Comedy Contemporary Supplementary	B) Research on Greek writers and their plays Discussion- read aloud and discuss passages
Poetry Material found in text	A) Review concepts taught during freshman year Lecture, discussion, reports B) Read aloud short poems for points of emphasis

Resources	A) Printed B) Audio Visual C) People D) Places	Evaluation A) Expected Outcome B) Testing Program
A) Text: Adventures in Appreciation (Laureate) HBW-1963 Adventures in Living (Companion) HBW-1955 B) "Development of the American Short Story" (4 filmstrips, 2 records) Note: Silas Marner may have been read earlier; suggested materials are substituted Suggestions: Ward, Short Stories of Today Dell, Great Russian Short Stories Great French Stort Stories Pocket Book of Short Stories Washington Square Press Additional: Andrayev, The Seven Who Were Hanged Hugo, Les Miserables Rawlings, The Yearling Dickens, A Tale of Two Cities Little Britches: Man of the Family Remarque, All Quiet on the Western Front	A) Continues interest in short story B) Oral or written review of short stories Test A) Feels sympathy for weaver Prejudices unrelated to race/creed Love and trust make life meaningful	
Antigone(or other Greek plays) Sophocles Julius Caesar Shakespeare Imaginary Invalid Moliere King and I Miracle Worker Seeds of Modern Drama Dell Four European Plays Macmillan	A) Becomes aware of original purpose of tragedy Enjoys this lighter drama and feels the entrance of humor essential to comedy Gains skill in reading plays with pleasure B) Test Oral presentation of excerpts from play	
	A) Becomes better acquainted with poets studied previously and meets new poets	

Concepts	A) Teaching Methods B) Learning Activities
Non-Fiction Narratives Articles Essays Biographies Epic and Romance The Legend of King Arthur	B) Read aloud parts students like Do much oral reading Read other legends and compare them with Tennyson's treatment Investigate origin and growth of the Arthurian Legends
Supplementary (as time permits)	A) Explanation to help students sense music of poetry through sound, onomatopoeia, rhyme, alliteration, rhythm

A) Printed
B) Audio Visual
Resources C) People
D) Places

A) Expected Outcome
Evaluation B) Testing Program

Supplemental Reference
Studies in the Arthurian Legend

A) Reads Tennyson's stories with pleasure

Suggested Readings:
A Boy Becomes King, T.H. White
Sir Lancelot, Malory
Passing of Arthur, Tennyson

A) Reads for enjoyment some short story poem

Concepts	A) Teaching Methods B) Learning Activities
Language Arts-Eleventh year	
COMPOSITION Paragraphs	A) Assign compositions(at intervals during semester) most writing done during class time Approximately 10 per semester B) Second semester term paper (minimum of 1500 words) A) Stress that students strive for original approach. Select direct quotations with care. Paraphrase well Carry continuity and inclusiveness of ideas Review these three as needed
Discourse Description Narration Exposition Argumentation and persuasion	A) Lecture as to this form (teach to meet student's need)
Other Writing Experiences Essays Narratives Drama Precis Outlining	A) Revise these as they are needed to meet student's experiences and and maturity Draw upon American literature, writers and history for suggested sources B) Exercises used and discussed from Contemporary Composition Manual A) Models to emphasize types of and approach to writing Personal conferences with the student B) Pass out sheets of errors taken from students' writing and discuss and drill Themes read aloud and discussed A) Frequent writing is means for a more constant writing improvement

Resources
A) Printed
B) Audio Visual
C) People
D) Places

Evaluation
A) Expected Outcome
B) Testing Program

A) Text: English Grammar and Composition
HBW-1963

Word Power
Oxford Book Co., N.Y.

A) Having studied American literature, students find subject matter for writing from American culture
Writes in greater length and shows more concern for diction and sentence structure
Realizes the importance of having ideas in mind before writing
Refines his ability in writing term paper

A) Evaluates his own paper to do all that he can to improve his writing

SRA Contemporary Composition program
(transparencies covering 12 major areas in composition)

Evaluation of Composition Work
Curriculum Study English 9-12
Reading Community School 1967

A) This evaluation gives an understanding that reflects in his clear, correct writing
Corrects errors in his work
On occasion, he revises and rewrites theme after it is graded
B) Graded written work upper grade evaluates content, the lower, mechanics

Concepts	A) Teaching Methods B) Learning Activities
GRAMMATICAL USAGE	
Nouns and Pronouns Verbs-agreement of subject/predicate Sentence structure for effectiveness Use of parallel constructions to express ideas Placement of principal thoughts in the main clause and subordinating Other ideas in dependent clause	A) Emphasize planned review B) Use writing as basis for teaching these usages
Distinctions in meaning and use counsel, council, consul because of , due to Substitution of correct forms for incorrect forms kind of, sort of, for kind of a, sort of a Major principles in usage tense, mood irregular verbs, dangling constructions, parallelism	A) Purposeful instruction as needed B) Review the familiar items and discuss fully the remaining ones
PUNCTUATION	
Period Separate parts of bibliography Indicate omission of words from quoted matter(with three) Indicate omission of words at end of quoted matter (four periods)	
Comma Separate inverted names in a bibliography Separate statement and short question related to it Separate adjacent sets of figures or identical words	
Additional uses of Semicolon Colon Question mark Dash	A) Explanation B) Practice exercises

Resources
A) Printed
B) Audio Visual
C) People
D) Places

Evaluation
A) Expected Outcome
B) Testing Program

A) Text: The English Language
W. Nelson
Francis, 1965 pp. 13-68
Curriculum Library

Use of opaque projector to display anonymous student essay, pointing out usage, punctuation, capitalization etc.

A) Recognizes acceptable language forms and uses them

A) Understands more fully the many functions of punctuation
Perceives the need for constant improvement
Refers to his text in times of doubt and confusion

Pamphlet: One Thousand Commas

	A) Teaching Methods B) Learning Activities
Concepts	
SURVEY OF AMERICAN LITERATURE Short story Stories throughout text	A) Continues reference and review of the short story as a literary form B) Discussion (writer's use of language)
Supplementary	B) Reading and reporting on short stories at specific intervals (may be used as an introduction to the novel)
Novel-Required The Scarlet Letter Hawthorne	A) Pass out sheet-background material B) Discussion Puritan concept of life Hawthorne's symbolism Vocabulary study Analysis of four main characters Study of Puritan Period Reports, illustrations A) Lecture on reference to Scarlet Letter's similarity to a Greek tragedy
One of Mark Twain's novels or choice of supplementary suggestions	A) Use similar methods as in teaching previous novel Students read choosing their own novels

Resources	Evaluation
A) Printed B) Audio Visual C) People D) Places	A) Expected Outcome B) Testing Program
A) Text: <u>Adventures in American Literature</u> (Laureate) HBW-1963 <u>Adventures For Americans</u> (Companion) HBW-1962 <u>Short Stories</u> H.C. Schweikert(ed.) <u>Great American Short Stories</u> Wallace and Mary Stegner Dell.	A) Continue to appreciate the short story as a literary form Gains social perceptive from variety of subjects Becomes involved on reading B) Test Report (oral or written) on short story
A) <u>Four American Novels</u> (1967-68) <u>The Scarlet Letter</u>, <u>Moby Dick</u>, <u>The Red Badge of Courage</u>, <u>The Bridge of San Luis Rey</u> Great Novels and their Authors <u>Scarlet Letter</u>(analysis&evaluation) Nathaniel Hawthorne, (the man and his work)	A) Learns New England history in a fictional setting Feels accomplishment in having read a serious novel Better understands the society of this early period, and the symbolism Hawthorne presents B) Test
Supplementary: <u>The House of Seven Gables</u> Hawthorne <u>Pride and Prejudice</u> Austen <u>My Antonia</u> Willa Cather <u>Fortitude</u> H. Walpole <u>Green Mansions</u> W.H. Hudson <u>Mutiny on the Bounty</u> Nodrhoff <u>Good-bye Mr. Chips</u> J. Hilton <u>The Human Comedy</u> Saroyan <u>Red Badge of Courage</u> Crane	A) With increased novel reading, student becomes a more impressionable and critical reader B) Test

Concepts	A) Teaching Methods B) Learning Activities
Drama Our Town, Thornton Wilder (text) (required)	Class Study B) Read the entire play aloud or selected scenes Research on staging of Our Town with Elizabethan drama Discuss topics suggested by the play: Small American town The American family Discuss fully questions for developing appreciation
Required academic classes Macbeth	A) Explanation Character of Macbeth Emotions of tragic drama Shakespeare"s use of words and language; in contrast to those of Julius Caesar B) Comments and questions for discussion
Supplementary Play	
Poets: Stephan Vincent Benet, Robert Frost, Amy Lowell, Vachel Lindsay, Edgar Lee Masters, Carl Sandburg, Walt Whitman, Edgar Allen Poe, John Whittier, Henry Longfellow	B) Read selected poems aloud and discuss theme and mood Find effective figures of speech Continue choral reading "I Hear America Singing" Whitman Discussion and use of poetic terms: sonnet, ode, simile, paradox Discuss the characteristics of poems read, paraphrase individual poems or write analysis of poems
Non-fiction Personal essay Persuasive essay	A) Text limited; select essays from collections

Resources	A) Printed B) Audio Visual C) People D) Places	Evaluation A) Expected Outcome B) Testing Program
A) Supplementary The Lively Arts: Four Representative Types Sheratsky and Reilly (African Queen, Inherit the Wind, Abraham Lincoln, The Early Years)		A) Increases his insight into human nature from the character studies Shows interest in reading other works from the author Gains basic philosophy of life and love presented in Our Town B) Test
		A) Begins to understand Shakespeare as a storyteller of his time and extending to our own time Becomes aware of Shakespeare's symbolism in showing guilt, as blood, sleeplessness
Suggestions: The Emperor Jones, O'Neill The Glass Menagerie, Williams View from the Bridge, Miller		
B) Record "Robert Frost" "Carl Sandburg" Other recordings of poetry available from public library		A) Becomes familiar with the characteristics of American poetry and poets Realizes that poetry is an interpretation of man's relationship to the world in which he lives Strengthens his ability to interpret and enjoy poetry B) Test Class discussion
A) Reference: Essays of Yesterday and Today Suggestions: "Wake Up and Live, Eh?" J. Thurber "Hiroshima" Hersey		A) Recognizes essays as sources of ideas

Concepts	A) Teaching Methods B) Learning Activities
Language Arts - Twelfth Year	
COMPOSITION	
Expository themes	A) Theme assigned class period- Introduction Thesis Body Conclusion B) Discuss usefulness and importance of this writing and what it entails in reading and planning.
Research paper	Subject chosen for honest treatment of student. Discussion as to quoted material and other phases. A) Time schedule to assure steady progress in work. ... Reference to Critical Analysis Curriculum Study, 1967 B) Subject drawn from literature study.
A critical analysis of one play or novel Development of literary topic or aspect of a novel, drama, poem Notes	
Letters of Application Job Entrance to college	A) Explanation. B) Discussion. Practice in writing.
GRAMMATICAL USAGE	
Applying principles of sentence structure Understanding distinctions in meaning and use Substitution of correct forms for incorrect forms.	A) Use student's writing, diagnostic test, planned review to find needed teaching.

Resources	A) Printed B) Audio Visual C) People D) Places	Evaluation A) Expected Outcome B) Testing Program
A) Text: <u>English Grammar and Composition 12</u>, HBW - 1963 <u>Advanced Composition: A Book of Models</u>, HBW - 1961		A) Applies himself seriously to improve his writing. Increases his ability to organize his thinking and express his ideas logically. B) Student - teacher conferences.
A) SRA <u>Contemporary Composition Program</u>, Grade 12		A) Gains ability to seek sources from books as well as from personal experience. Produces a worthy research paper. B) Graded paper.
		A) Improves his outlining and note taking from reading and lecture. Is eager to learn the skill which will make future note writing less painful. Meets social situations with a note appropriate to the occasion. Feels the importance and meaningfulness of these letters.
A) Text		

Concepts	A) Teaching Methods B) Learning Activities
PUNCTUATION	
Comma	A) Explanation. B) Practice
Separate third item in date from rest of sentence	
Enclose non-essential clauses	
Enclose contrasting statements	
Separate volume, chapter, and page reference	
Separate parts of a sentence involving transposed order	
Semi-colon	
Separate clauses of a compound sentence which has internal punctuation	
Colon	
Precede a formal statement or quotation	
Parenthesis	
Enclose numbers or letters in enumeration that run into the text	
Exclamation mark	
Limit use to indicate emotional emphasis	
LITERATURE	
Short Story	A) Introduce authors Conrad, Joyce, and Lawrence.
Text and supplementary	A) Introduce book in an inviting way- Background material Study plan
Required novel: Return of the Native, Hardy	B) Read aloud and discuss appealing passages. Discussion of main parts of novel. Encourage students to react at their own pace. Illustrations of country life, superstition, and rustic humor. Review six sections of the book.
or Pride and Prejudice, J. Austen	B) Discussion- Careful plotting of the novel Variety in humor Social criticism Discussion of title to the emphasis of plot.

A) Printed
B) Audio Visual
Resources C) People
D) Places

Model paragraphs or essays shown on opaque projector to illustrate proper punctuation;
or use of student essays.

A) Expected Outcome
Evaluation B) Testing Program

A) In what student writes he shows his inadequate skill of using punctuation and tries to improve his basic skills.
Feels the need for proper punctuation to make his work easily read and understood.

A) Text: Adventures in English Literature (laureate)
HBW - 1963
Reference: Library
Best American Short Stories 1949-1957
ed. M. Foley
Best American Short Stories 1958-1960
ed. M. Foley and D. Burdett
Supplementary text (copies for every student):
Four English Novels-
Pride and Prejudice
The Return of the Native
Pickwick Papers
The Secret Sharer

A) Enjoys this short form of fiction.
Finds an interesting story to enjoy.
Begins to understand the meaning of realism.
Gains insight to Hardy's characteristics as a novelist.
B) Teacher-made test.

A) As a reader, he enjoys the world of another time and place.
Understands satire and something of the manner in which it is used.
Perceives characters motivated by pride, selfishness, and prejudice.
Student wishes to read other Jane Austen novels.
B) Teacher-made test.

Concepts	A) Teaching Methods B) Learning Activities
Drama Required: "Hamlet".	A) Close reading of the text. Discussion as to Hamlet's being one of the most talked about literary characters. B) Discussion of students' own impressions of Hamlet's actions before research into the critics is done. Trace development of Hamlet's character from the beginning to the graveyard scene.
Supplementary	
Prose Expository literature Required: Addison, Steele, Johnson, Goldsmith, Boswell, Lamb, Hazlitt, Carlyle, Mill, Macaulay, Arnold, Huxley, Orwell.	
Allegory and satire Required: Bunyan, The Pilgrim's Progress and Swift, Gulliver's Travels.	A) Explanation of forms of satire. B) Discussion.
Poetry Narrative: Milton, Pope, Keats, Cowper, Wordsworth, Browning, Tennyson, Hardy, Eliot.	A) Lecture on terms: epic, ballad, dramatic. B) Discussion of poems.
Lyric: Wyatt, Sidney, Jonson, Shakespeare, Donne, Herrick, Herbert, Milton, Marvell, Blake, Burns, Wordsworth, Byron, Keats, Tennyson, Browning, Arnold, Hardy, Hopkins, Yeats.	A) Lecture on terms: sonnet, metaphysical, pastoral, songs. B) Discussion of poems and poets.

A) Printed B) Audio Visual Resources C) People D) Places	A) Expected Outcome Evaluation B) Testing Program
A) Supplementary Book: Six Complete World Plays (and History of World Drama) 40 copies B) Filmstrip and record: "Hamlet: Analysis and Interpretation" high school library	A) Becomes aware of the timelessness of tragic characters. Begins to understand that truly great literature permits him to give an opinion and interpretation. B) Teacher-made test.
Suggestions: Tragedy-Riders to the Sea, Synge Comedy-Midsummer Night's Dream, Shakespeare She Stoops to Conquer, Goldsmith School for Scandal, Sheridan The Importance of Being Earnest, Wilde	
	A) Develops an understanding of figurative language.
B) Records of poetic reading available from public library.	A) Intensifies his enjoyment of common experiences in daily life. Appeals to his imagination. Read lyric poems for enjoyment. Exerts creative effort in reading and writing poetry.

Concepts	A) Teaching Methods B) Learning Activities
(Since spelling activities and proper capitalization should be incorporated in every unit of study these guidelines may be used in years nine through twelve.)	
CAPITALIZATION Specific names of buildings, schools, rooms, institutions, firms, newspapers, etc. Names of school subjects that come from the name of a country or a language, or titles of a specific course. Titles of respect and rank with their abbreviations. First word of an outline topic.	A) Continuous supervision in every written class activity. Planned instruction where needed as an outcome of classwork. Added information and incidents given to supplement need for a capital as the occasion arises. B) Application on all written work.
SPELLING Seek specific means for improvement (seeing the word, hearing the word). Work with common prefixes and suffixes. Make full use of the dictionary in matters of spelling. Learn rules governing doubling of consonants, making possessives.	B) Words suggested for emphasis gained from class discussion, written work, assembly, club activity. Words needed for better vocabulary in the changing world. Checks on misspelled words, use drills to avoid repetition of errors. A) Frequent drill on common words often misspelled.

Resources
A) Printed
B) Audio Visual
C) People
D) Places

Evaluation
A) Expected Outcome
B) Testing Program

A) English Grammar
Reference: Essentials of Modern English
chapter 10 of handbook
Pollack and others
Handbook of English
Shaffer and Shaw

A) Student gains skills in use of capitals.
Acquires mastery in application of these rules.

A) The Language Arts in the Secondary School,
Committee on English Curriculum, N.C.T.E.
Appleton-Century-Crofts, Inc.
1956
Vocabulary for the High School Student
Amsco
Vocabulary for the College-Bound Student

A) Student assumes some responsibility for correct spelling.
Realizes that spelling is important and comes only from conscious effort.
Forms the habit of consulting the dictionary when in doubt about word spelling.
Shows him how words are constructed.
Recognizes his individual difficulties in spelling.

Concepts	A) Teaching Methods B) Learning Activities
(The writing of book reports is basically the same for grades nine through twelve.)	
BOOK REPORTS Fiction Nonfiction Drama	A) Pass out sheets with suggestions and questions to aid student in planning his report. Read to class reviews from periodicals. B) Reviewer chooses a worth while book of interest to him. Tells only enough of the story to arouse the interest of the reader or listener. Works toward an effective beginning. Entire review should be a smooth and readable piece of writing or a smooth and interesting oral report. Expresses clearly the theme or purpose of the book. States judgment and gives reason for his opinions. Discussion of reviews from periodicals.

A) Printed B) Audio Visual Resources C) People D) Places	A) Expected Outcome Evaluation B) Testing Program
A) Oral book report evaluation sheet Reading Curriculum Study, 1967 English 9 - 12	A) Student organizes his thinking about the book whether he gives it orally or in writing. Finds pleasure in talking about book to his friends. B) Oral and written report.